The Australian
Curriculum

Subjects	Spanish
Year levels	Year 8

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Years 7 and 8 Content Descriptions

Communicating

Socialising

Participate in a range of spoken, written and online interactions, for example, exchanging views and experiences, apologising, thanking, inviting or congratulating
[Key concepts: relationship, experience, milestone, community; Key processes: experiencing, responding, connecting]
(ACLSPC163 - Scootle ↗)

Elaborations

using the appropriate register when interacting in different social situations such as making enquiries and offering thanks, apologies or compliments, for example, *Lo siento mucho, ¡Le deseo mucha suerte!, ¡Muchísimas gracias por tu ayuda!*

exchanging personal information about each other's lives, routines and experiences, for example, *A mi amigo español le gusta el chocolate con nata*

engaging in informal conversations or more structured discussions to canvas one another's attitudes to social and cultural issues such as *La salud de los jóvenes, Las relaciones familiares*

developing narrative skills by exchanging accounts of individually significant events, influences or milestones, for example, *El año pasado fui con mis padres al Museo Nacional y me impresionó todo lo que los Indígenas construyeron*

Engage in collaborative tasks, activities and experiences that involve negotiation, making arrangements, problem-solving and transacting
[Key concepts: event, experience; Key processes: negotiating, transacting, inviting]
(ACLSPC164 - Scootle ↗)

Elaborations

planning and participating in learning experiences such as preparing a class outing or community performance or shopping for a lunch, stating preferences, negotiating, considering alternatives and agreeing or disagreeing, for example, *Prefiero no ir a la playa contigo, Tengo ganas de ir al cine… Estoy de acuerdo contigo… Estoy en desacuerdo contigo…*

participating in situations that involve transactions and the exchange of ideas and preferences, for example, arranging to host students on an exchange program or returning damaged articles

engaging in collaborative projects such as designing a web page or making a short documentary

about a subject such as *Mi comunidad*

planning and completing tasks that involve asking for, giving and following directions to real or virtual locations (*siga derecho... toma el bus hasta el lago… gira a la izquierda…*), using resources such as digital devices, apps, street maps or directories

Engage in class activities and discussions through asking and responding to open-ended questions, and expressing or rejecting points of view

[Key concepts: values, negotiation, classroom culture; Key processes: inviting, eliciting, explaining]

(ACLSPC165 - Scootle ↗)

Elaborations

using simple and compound sentences and cohesive devices such as *Al principio... y luego... porque... por otro lado. Lo importante es...; pienso que...* to structure arguments and to explain or justify a position, for example, *Pienso que debemos conservar los idiomas Indígenas porque reflejan las culturas*

initiating and extending conversations and discussion, for example, by using open-ended questions such as *¿Qué pasa? ¿Dónde pasarán las vacaciones?* and connectives such as *pero, si, entonces, cuando* and *por eso*

inviting others to give opinions or make suggestions (*¿Qué te pareció la película?, ¿Qué quieres comer?*), and using reflective language as set phrases to report and reflect on the experience of learning and using Spanish, for example, *Cuando hablo español muevo las manos más. Me gusta el ritmo del español hablado*

Informing

Analyse and summarise key ideas and information from a variety of texts on a range of topics
[Key concepts: data, event; Key processes: researching, analysing, summarising]
(ACLSPC166 - Scootle ↗)

Elaborations

engaging with texts such as magazine articles, interviews and websites to gather and represent facts about events or people, for example, using a timeline to sequence historical events or creating a profile of a famous Spanish-speaking person

using a range of tools such as charts, tables, mind maps and graphs to organise and present information accessed from sources such as television programs, reports, interviews, video clips, documentaries and social networks on topics of relevance to their age group, for example, *El trabajo infantil no debe continuar. La importancia del reciclaje para el medio ambiente*

summarising key points in different types of informative texts, deducing the meaning of unknown

words and expressions, and noticing and explaining cultural references

researching young people's lifestyles across Spanish-speaking cultures and contexts, comparing information from different cultural contexts to identify factors such as geography, climate, and social and community environment

comparing details from a range of texts on topics such as education or cultural occasions and ceremonies across the Spanish-speaking world, identifying culture-specific terms and representations, for example, *año 8* or *primero de básico*

Organise and present information and ideas on different topics, issues or events, comparing perspectives and experiences
[Key concepts: perspective, youth issues; Key processes: reporting, managing information]
(ACLSPC167 - Scootle ↗)

Elaborations

organising and presenting information gathered from different sources to create an overview of a particular issue or topic of interest, such as a celebrity, popular culture, school uniforms, endangered species or conservation of the Amazon Basin, presenting different perspectives or viewpoints

creating and combining different types of texts and modes of presentation, such as blogs, film clips or recorded interviews, to explore social or cultural themes such as *Los peligros del Internet* or *El acoso escolar*

reporting on own and others' experiences of events such as a school camp, a concert or playing a new computer game

Creating

Respond to a variety of imaginative texts by expressing opinions and comparing the ways in which people, places and experiences are represented
[Key concepts: fact, fiction, humour; Key processes: comparing, responding, expressing]
(ACLSPC168 - Scootle ↗)

Elaborations

presenting own version of an imaginary event or familiar story, for example, by removing the sound from a television show and replacing it with own invented dialogue or commentary

exchanging and comparing personal preferences in relation to characters, attitudes and events encountered in imaginative texts, for example, *Prefiero el robot femenino… No estoy de acuerdo con…*

comparing how key messages and beliefs are communicated across cultures through the creative

arts, for example, in Australian texts such as creation and Dreaming stories, and in texts from Spanish-speaking communities, such as fables, myths and legends (*La leyenda de la quinoa*, *La leyenda de la llorona*)

responding to different expressions of humour in texts from Spanish-speaking communities and comparing these to Australian expressions of humour

exchanging opinions about typical features of and expression in traditional and contemporary stories, films or video clips from the Spanish-speaking world

Create texts about imagined characters, contexts and experiences to engage and entertain others
[Key concepts: amusement, entertainment; Key processes: describing, expressing feelings, entertaining]
(ACLSPC169 - Scootle ↗)

Elaborations

creating cartoons, plays or short stories about a past event in their own life or a dream for the future to share in class or online with a wider audience

creating and performing own texts that reflect perceived cultural behaviours associated with a Spanish-speaking community

creating imaginative texts to entertain younger audiences, such as audio or digital Big Books, puppet plays, cartoons or short video clips, selecting appropriate language, rhythms and images to enrich the visual or aural experience

Translating

Translate and interpret a range of texts, compare own version with others' and discuss reasons for any variations
[Key concepts: equivalence, culture; Key processes: translating, interpreting, comparing]
(ACLSPC170 - Scootle ↗)

Elaborations

comparing own translation of a text with classmates', commenting on differences and similarities between versions, considering possible reasons for these, and preparing a collaborative online whole-class version

commenting on representations of community cultural events such as *Festival de Cine Mexicano*, *celebraciones de la vida de personajes del mundo hispanohablante en Australia,* such as *Monseñor Oscar Arnulfo Romero de El Salvador*, explaining particular language or images in terms of cultural associations

translating different types of short messages or communications (*Mañana voy a estrenar mi vestido, ¿Te gustó la sobremesa? No me tomes el pelo, It costs an arm and a leg, This job is a piece of cake*), reflecting on challenges associated with transferring meaning from one language to another

assisting a visiting Spanish speaker to communicate with an audience of school students and staff who have not studied Spanish, by explaining and interpreting aspects of their language and/or culture

selecting and explaining individual words or phrases in Spanish whose meaning can be affected by context, for example, *Tengo una pila de cosas para hacer. La pila del celular se ha acabado*

Produce short bilingual texts such as digital stories, comics and blogs, and discuss how language reflects culture
[Key concept: interpretation; Key processes: comparing, explaining, experimenting]
(ACLSPC171 - Scootle ⬈)

Elaborations

creating subtitles, captions or commentaries for texts such as brochures, slide show presentations or video clips that inform the school community of aspects of Spanish-speaking cultures, for example, *El Carnaval de Barranquilla, Festival de Viña del Mar*

producing bilingual community texts such as posters or advertisements in print or multimedia format, for example, to promote a concert or an interview with a celebrity for a teen radio station

composing menus or programs for Spanish-themed events, with key items/information in Spanish and explanatory footnotes/glossaries in English

corresponding with Spanish-speaking peers using both Spanish and English, conveying aspects of Australian culture such as places or events of interest, leisure and sports activities, wildlife and environment

creating and illustrating a bilingual children's story for younger learners, using each language in creative and engaging ways, for example, *El hijo desobediente* or *El conejo y el coyote*

providing an English commentary for video clips of Spanish-language social interactions in different situations and contexts, such as taking a bus to the city, visiting the dentist or buying a video game, explaining elements that may be unfamiliar to Australian viewers

Reflecting

Reflect on intercultural communication, commenting on perceived similarities and differences in language used and on aspects of culture
[Key concepts: similarity, difference, assumption; Key processes: monitoring, reflecting, questioning]
(ACLSPC172 - Scootle ⬈)

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Page 6 of 24

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Elaborations

reflecting on experiences of authentic or virtual interaction in Spanish, for example, face-to-face interactions with community members through an excursion, or web-chatting, ePal or social networking, identifying moments of enjoyment, discomfort and successful intercultural communication

keeping a journal of experiences (humorous, satisfying or challenging) associated with learning and using Spanish, noting personal reactions and reflections over time

comparing own and others' experiences of successful intercultural communication, identifying elements that required flexibility and cultural understanding, for example, responding to different ways of expressing feelings, levels of directness or culturally determined perspectives

noticing the impact of own assumptions when engaging with Spanish-language texts and experiences, and considering what assumptions Spanish speakers might hold about Australian people and associated cultural behaviours

finding examples of how language reflects cultural concepts and values across the Spanish-speaking world, for example, religious references in sayings such as *Al que madruga Dios le ayuda*, *Bendito sea … Adiós*, or changes to language forms that reflect changes in social values, such as the adoption of some feminine forms of professional titles (*La doctora/el doctor, la abogada/el abogado, la jefa/el jefe*)

Identify significant people, places, events and influences in own and others' lives and explain why they are important to their sense of identity

[Key concepts: biography, community; Key processes: analysing, reflecting]
(ACLSPC173 - Scootle ↗)

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Elaborations

mapping own linguistic and cultural profile, for example, by creating a chart, timeline or web profile to highlight formative elements and influences, such as family languages, key relationships and intercultural experiences

preparing a biographical account of an influential figure in own life, including such information as the person`s values and the significance and influence of the person in own life

considering how identity is expressed through language, with reference to languages spoken by themselves, their peers, and family or community members

Understanding

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Page 7 of 24

Systems of language

Develop more consistent control of the rhythms and intonation of spoken Spanish and of the features of the writing system
[Key concepts: pitch, stress, rhythm, intonation; Key process: noticing emphasis]
(ACLSPU174 - Scootle ↗)

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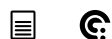
Elaborations

distinguishing nuances in pronunciation of some consonants according to vowel combinations, for example, *gente, agua* and *gas*, and also the double consonants *ll* and *rr* compared to the single *l* and *r*

using the rhythms of the Spanish language, including intonation, tone and stress, to increase fluency and enhance expression, for example, *No compro nunca en esa tienda,* versus *¿No compró nada en esa tienda?*

recognising where to place stress in extended sentences, for example, *Vámonos ya para el concierto de vallenatos. Ven aquí y te enseñaremos a bailar la salsa*

experimenting with intonation and stress at whole text level, improving coherence and increasing expressive range

recognising that written Spanish has only three double consonant combinations, *cc, ll* and *rr*, for example, *acción, llover, corrección*

Understand and control grammatical structures such as different forms of the past tense, regular and irregular verbs, interrogative and imperative moods, and conjunctions in a range of familiar types of texts
[Key concepts: parts of speech, tense, mood; Key processes: analysing, categorising, distinguishing]
(ACLSPU175 - Scootle ↗)

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Elaborations

conjugating common regular verbs and high-frequency irregular verbs (*ir, tener, ser, haber*) in the present (*hablo inglés)* past (*nadasteis en el río*) and present perfect (*¿han llegado ya?*) tenses

using present, past and future tenses of modal verbs, for example, *no pudo comer, debemos dormir bien*

using adjectives to describe and compare people and some aspects of the environment, for example, *mi tía es generosa, los Andes son inmensos*

using adverbs to modify the meaning of verbs and adjectives, for example, *casi nunca, demasiado*

using subject-verb-object word order and comparing it to English structures, for example, *Simón busca la información para la tarea en la red*

expressing quantity, for example, *miles de personas, mucha gente, varios libros, tanto dinero, pocas ideas, bastante calor, algunos amigos*

joining elements of more complex sentences using conjunctions, for example, *y, pero, porque, además*

using interrogative and imperative moods, for example, *¿Has comido? ¡Abre la puerta!*

indicating possession by using *de* followed by a pronoun (*de él*) or noun, for example, *El carro de mi mamá, Las camisas de mi hermano*

Analyse the structure and organisation of a range of texts, particularly those related to social and informative media, for example, blogs, advertisements and text messages

[Key concepts: register, comparison; Key process: analysing]
(ACLSPU176 - Scootle ⤴)

Elaborations

noticing the conventions of several types of texts in Spanish, such as the use of abbreviations in text messages (*tq = te quiero*), abreviations in blogging (*hola a tod@s*), formulaic greetings in telephone conversations (*Aquí, Hola, ¿Sí? ¿Aló?*), typical phrases for greeting cards (*Muchas felicidades por ....*), language in menus (*primeros platos, postres, menú del día*)

experimenting with language appropriate to particular types of texts, such as descriptive language in documentaries, reflective language in diary and journal entries, and persuasive language in advertisements

comparing several versions of a news story (such as radio, newspaper and online) to consider how the medium affects the construction and expression of meaning

collecting examples of online and print advertisements, and identifying and analysing language features and grammatical structures used to persuade potential consumers, for example, *¡Compre en los almacenes 'La Moda' no se arrepentirá!, ¡Pague menos y lleve más!*

understanding the use of elements that provide coherence at a whole text level, such as cohesive devices (*sin, aunque, debido a, según, por otro lado*), linked paragraphs, introductions and summaries, and sequencing of ideas

Language variation and change

Examine how elements of communication, including gestures, facial expressions and use of silence,

vary according to context, situation and relationships across languages and cultures
[Key concepts: body language, personal space, status; Key processes: observing, comparing, analysing]
(ACLSPU177 - Scootle ↗)

Elaborations

identifying variations in linguistic and cultural requirements of specific situations across different contexts, for example, situations such as shopping or travelling in various Spanish-speaking countries

identifying and comparing features of spoken and written language (such as gestures, greetings and facial expressions; or headings, text structure and grammatical choices) that reflect the purpose for which they are used, and discussing how silence can be used effectively as an element of communication

identifying and comparing how emotions or attitudes such as embarrassment or respect are shown across different languages and cultures

comparing elements of communication such as body language and use of personal space and silence in different cultural contexts and exchanges

identifying levels of formality in spoken and written texts, and considering what these reveal about social relationships and processes, for example, reflections of status, authority, respect or intimacy (*Disculpe, ¿podría decirme* ..., *Perdone que le interrumpa, ... Me gustaría invitarte a mi boda, eres el amor de mi vida,...*)

Understand the dynamic nature of languages
[Key concepts: change, influence, evolution, globalisation; Key processes: observing, reflecting, explaining]
(ACLSPU178 - Scootle ↗)

Elaborations

identifying Spanish words borrowed from different languages across time and through political, historical and social changes, for example, words of Arabic origin that start with the prefix *al-*, such as *almanaque, alcachofa, algodón, álgebra* and *alcohol*, and some common interjections also derived from Arabic, such as *¡hola!, ¡ojalá!* and *¡olé!*

identifying the movement of language elements across and between times and contexts, such as words adopted into Spanish from indigenous languages and then exported to other languages, for example, words of Náhuatl origin such as *aguacate, chocolate, cacao, chile, chicle* and *guacamole*

noticing components of Spanish language that reflect particular cultural histories and influences, such as technological and scientific terms derived from classical Latin and Greek, for example, *continente, vegetación, bacteria, biología, protocolo* and *mecánico*

collecting English cognates in the Spanish language, for example, *fascinante, arquitectura, doctor, enciclopedia, cancelar* and *bicicleta*

analysing the influence of Spanish language and culture on English in areas such as food, music and dance, for example, (*churros, tortilla, pupusas, tapas, salsa, flamenco)* and considering the value of this influence

investigating the impact of media and technology on Spanish, for example, *Los niños quieren chatear con su primo gallego* and, *el dopaje, el escáner*

Investigate the nature and extent of Spanish language use in both Australian and global contexts
[Key concepts: community, arts, cuisine; Key processes: researching, analysing, classifying]
(ACLSPU179 - Scootle ⤢)

Elaborations

recognising that Spanish is an important world language spoken in a range of varieties, accents and grammatical variations across the Spanish-speaking world, for example, by identifying Spanish-speaking countries or regions on a world map

understanding the nature of the distribution of Spanish speakers across the world, not only in countries where Spanish is an official language but also in other countries such as the United States and the Philippines where the Spanish language and cultures have an important presence

exploring language variation in relation to vocabulary, for example, 'strawberries' are *fresas* in Spain and *frutillas* in Argentina; 'bus' is *colectivo* in Venezuela, *ómnibus* in Peru, *camión* in Mexico and *guagua* in Cuba

recognising that there is also variation in some grammatical forms, for example, the use of the pronoun *vos* in several Latin American countries compared to *tú* in Spain; the masculine direct object pronoun *le/lo* in Spain and *lo* in Latin America

recognising differences between standard varieties of Spanish and varying degrees of language blending and influence, for example, *Spanglish*

recognising that many speakers of Spanish also speak one or more regional and/or local languages, such as Catalan or Basque; and researching the extent and impact of Spanish-language networks, associations and activities in different Australian communities, for example, creating a database classifying activities, events, exchange and media organisations, Spanish-speaking films on SBS, advertisements for travel to Spanish-speaking countries, and Spanish language classes

Role of language and culture

Reflect on how cultural values and ideas are embedded in language and influence intercultural interactions and experiences

[Key concepts: interpretation, cultural expression; Key processes: reflecting, comparing, analysing]

(ACLSPU180 - Scootle ↗)

Elaborations

identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly

recognising that language and cultural practices are interconnected, for example, by identifying the religious origins or connotations of many common Spanish names (*Jesús María, Dolores, Concepción, Asunción*) and expressions (*la bendición, ¡que Dios te bendiga!*)

investigating and using language associated with significant cultural practices and events such as celebrations, for example, *La novena, Día de las madres, Día de la emancipación de los esclavos, Primero de mayo, Carnaval*, and identifying associated values, beliefs and perspectives

considering how differences between ways of using language reflect cultural influences, for example, the adoption of varying systems of *apellidos* in different Spanish-speaking communities

Years 7 and 8 Content Descriptions

Communicating

Socialising

Interact with teacher and peers to exchange information about self, family, friends and leisure activities, and to express feelings, likes and dislikes
[Key concepts: friendship, family, home, leisure; Key processes: interacting, exchanging, describing]
(ACLSPC001 - Scootle ⬈)

Elaborations

exchanging greetings with others using appropriate formal or informal language, for example, *¡Buenos días, clase!, Buenas tardes señor Rodríguez, ¿cómo está usted?, ¡Buenas noches señoras y señores!, Hola¿qué tal Pedro? Adiós señora, que le vaya bien ¡Hasta luego amigos!*

describing routines, events and leisure activities using language associated with time, frequency and location, for example, *Todos los días me levanto a las 7. Los fines de semana voy a la playa con mi familia. Mi fiesta de cumpleaños es el domingo*

using present tense high-frequency verbs such as *ser, estar, tener, llamarse* and *vivir* to introduce self and others and to describe and share aspects of personal worlds, for example, *Me llamo David y vivo con mi padre. Mi amigo es divertido, vive en un apartamento elegante. Mi hermana tiene 24 años y está casada*

recounting significant or special events and comparing these to similar events for Spanish-speaking teenagers, for example, *cumpleaños, vacaciones, celebraciones especiales, eventos deportivos*

expressing likes, dislikes, preferences and feelings, for example, Me gusta jugar con *el ordenador/computador*. No me gusta la sopa. Me encanta la música. Mi deporte favorito es la natación. Estoy estresada..., estoy contenta..., estoy cansado ..., estoy aburrido ...

Participate in collaborative activities and events that involve planning, making arrangements, transacting and negotiating
[Key concepts: negotiation, transaction, rules; Key processes: planning, giving and following instructions]
(ACLSPC002 - Scootle ⬈)

Elaborations

working together to produce class reference materials such as wall charts or databases to display key vocabulary and language structures used regularly in the Spanish classroom

participating in class activities such as word, board or electronic games (*Lotería, El ahorcado, El laberinto*), negotiating and giving or asking for directions, for example, *es tu turno, me toca a mí, tira los dados*

participating in imagined scenarios such as being lost, asking for and giving directions, information and assistance, for example, *¿Dónde está la oficina de correos? A dos cuadras a la derecha. Necesito un mapa de la ciudad, ¿Dónde los venden?*

participating in planning events such as birthday parties or excursions that involve negotiating time, place, activities and participants, for example, *¿Quieres ir de compras al mercado? ¿A qué hora sale el tren?*

creating displays, presentations or performances for family, friends or school community to showcase their learning of Spanish

responding to invitations by accepting, declining or offering apologies, adjusting language to suit formal and informal contexts (*No, gracias, Gracias por tu invitación pero no puedo ir, Sí claro, con mucho gusto*), and participating in real or simulated transactions such as purchasing food or tickets for an event, for example, *¿cuánto cuesta? ¡qué caro! ¿tiene descuento? ¿acepta tarjeta de crédito? ¿cuánto me da por esto?*

Participate in classroom routines and interactions by following instructions, asking and answering questions and expressing opinions
[Key concepts: roles, routines; Key processes: questioning, interacting]
(ACLSPC003 - Scootle ☍)

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Elaborations

responding appropriately to instructions or requests, for example, Haz click sobre la imagen del monumento. *Escoge la palabra correcta*

asking for help, information or permission, for example, *¿Me puede ayudar… ?, ¿Cómo se dice… en español? ¿Puedo ir a beber agua? ¿Salimos al recreo ya? Perdón, lo siento, gracias ¿Puede/s repetir? ¿Puedo ir al baño? ¿Cómo se escribe ...?, no entiendo*

expressing opinions using reflective language as set phrases *(Creo que….¡Qué sorpresa!, De acuerdo / no estoy de acuerdo, Prefiero ...)*, and inviting others to give opinions or suggestions, for example, *¿Estás de acuerdo? ¿Qué piensas? yo sí / yo no*

negotiating and displaying a set of agreed class rules, for example, *en clase hablamos español casi siempre, levanta la mano para pedir la palabra, respeta a los compañeros*

Informing

Obtain factual information from a range of spoken, written and digital texts, identify key points and use

the information in new ways

[Key concepts: diversity, concepts from other learning areas; Key processes: locating, comprehending, classifying]

(ACLSPC004 - Scootle ↗)

Elaborations

identifying key points of information in short spoken or recorded texts such as phone messages, announcements or television advertisements, and transposing them to note form for own reference or to communicate to others

identifying details and points of information in texts such as sports commentaries, weather reports or news-*flash* items and using them to create own messages or announcements, for example, announcing sports results, or cancelling an event due to a bad weather forecast

locating, classifying and summarising data collected from sources such as class surveys, notices, timetables and video clips, and presenting findings in suitable formats for different audiences, for example, oral summaries, posters, wall charts, concept maps or timelines

reading and viewing texts such as brochures, web posts and video blogs to collect and classify information about people, places or events in the Spanish-speaking world, using different modes of presentation, for example, a timeline to show the sequence of activities or itineraries, or a captioned photo display to create visual effect

Present information on selected topics in spoken, written and digital forms

[Key concepts: community, traditions, environment; Key processes: describing, informing, presenting]

(ACLSPC005 - Scootle ↗)

Elaborations

producing informative texts that combine print, digital or visual elements for specific audiences, for example, a brochure about their school or community for visiting students, a virtual tour of the neighbourhood, or a report on a favourite band or music event

presenting information in spoken, written and digital forms on significant events in their personal worlds, such as family celebrations or travel, school excursions or competitions

creating resources such as posters, pamphlets or displays to present commentary and compare perspectives and experiences on topics associated with lifestyles, events or causes, for example, *Un día sin coches en la ciudad, Una hora para salvar el planeta. Campaña para limpiar los ríos*

using different modes of presentation to profile significant events, people or places related to the cultures or histories of different communities of Spanish speakers

Creating

Engage with imaginative and creative texts such as narratives, poems, songs, films or comics, comparing favourite elements and discussing characters, events and ideas
[Key concepts: imagination, character, expression; Key processes: participating, responding, recounting]
(ACLSPC006 - Scootle ↗)

Elaborations

interacting with print, oral and digital texts such as stories, poems, songs, artworks or video clips, using modelled and scaffolded language to express reactions and opinions, for example, *¡Qué triste! ¡Qué divertido! ¡Qué aburrido! ¡Qué guay/nota/bacano/chulo!, Me gusta ... / no me gusta, creo que es ...*

identifying and describing characters and events in a movie, story or comic, such as *Manolito Gafotas*, by responding to structured questions, for example, *¿cómo se llama el chico de verdad?; ¿por qué tiene ese mote?; ¿cuántos años tiene?; ¿cómo es su familia?; ¿quiénes son sus amigos?*

listening to and reading traditional texts such *as leyendas, fábulas, rimas y refranes,* identifying key messages, beliefs and values and comparing aspects that may be similar or different across cultures

Create short imaginative texts such as cartoons, raps and stories to communicate own ideas, experiences and emotions
[Key concepts: performance, emotion, expression, imagination; Key processes: creating, expressing, connecting, imagining]
(ACLSPC007 - Scootle ↗)

Elaborations

creating imaginary characters, situations or events in forms designed to entertain others, such as a video clip, digital photo story, comic strip, or Big Book for younger students,

reinterpreting and performing stories and songs that feature repetitive language and familiar contexts or characters, for example, by changing the sequence or creating alternative endings

composing and performing a skit based on an imagined scenario that involves elements such as comedy, emotion or surprise

Translating

Translate and compare simple texts such as public signs, menus and advertisements in Spanish and English, noticing that it is not always possible to translate word for word
[Key concepts: equivalence, meaning; Key processes: translating, interpreting, comparing]
(ACLSPC008 - Scootle ↗)

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Page 16 of 24

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Elaborations

translating short texts such as public signs or community notices from Spanish to English and vice versa, identifying problems encountered and noticing similarities and differences in how the messages are formed, for example, the Spanish use of infinitive forms in signs compared to the English use of imperatives

using print and electronic dictionaries to assist in the translation of simple texts, noticing that single words can have different meanings, for example, 'cricket' (sport or insect) and the six possible translations of 'you' in Spanish (*tú, usted, ustedes, vosotros, vosotras, vos*)

collecting examples of 'false friends' encountered when translating between English and Spanish, for example, *carpeta*/'folder', *contestar*/'answer', *pie*/'foot'

identifying cognates in Spanish texts that can be used to predict meaning (*alto, stop, chocolate, patata*), and considering reasons for the similarities

understanding the distinction between literal and non-literal translation, and identifying expressions in Spanish or English that make no sense when translated literally into the other language, for example, *pasarlo bomba, tomar el pelo, meter la pata, costar un ojo de la cara, dar la lata*, 'she'll be right', 'fair dinkum', 'a piece of cake', 'to cost an arm and a leg'

comparing and translating language used in Spanish and English text messages, for example, *a2* (*adiós*), *xq? (¿por qué?), kntm (cuéntame), tqi (tengo que irme),* CU ('See you'), LOL ('Laughing out loud'), and considering the use and effects of abbreviations

Create simple bilingual texts such as learning resources, online announcements, games and displays for use in the classroom, school or wider community

[Key concepts; audience, suitability; Key processes: interpreting, comparing]
(ACLSPC009 - Scootle ↗)

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Elaborations

creating simple bilingual texts for that include contextual and visual support, for example, community information leaflets, captions for photo displays, or restaurant menus

creating bilingual resources for their own use in the classroom, such as word banks, personal Spanish–English dictionaries, and glossaries to explain common idioms

designing and maintaining a bilingual website with a sister school or another group of Spanish learners in Australia, considering the best use of each language depending on the context and nature of the information or interaction

creating bilingual texts for specific audiences, such as songs or games for younger learners of

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Page 17 of 24

Spanish, or a schedule for an online event likely to interest both English and Spanish speakers, noticing how meanings need to be tailored for different intended audiences

Reflecting

Notice while participating in intercultural activities that interaction involves culture as well as language
[Key concepts: norms, assumptions, values; Key processes: noting, reflecting, responding]
(ACLSPC010 - Scootle ↗)

Elaborations

exploring Spanish language features that reflect and embody cultural values and practices, for example, regional differences in naming conventions, such as the use of *apellidos*

reading transcripts or viewing recordings of interactions between members of an extended family, and considering how respect, affection and family relationships are expressed in Spanish

observing live or recorded Spanish-language interactions in different contexts, and identifying what they find is confusing or surprising, for example, body language, exclamations, gestures, levels of politeness, and ways of requesting or thanking

developing language for describing personal reactions to intercultural experience, for example, *No me gusta, estoy sorprendido de ver, me encanta, es maleducado, es cortés*

considering how communicating in Spanish requires thinking about things differently from when communicating in English, for example, making a choice between *tú/usted/vos* involves thinking about social relations between people, while using 'you' does not

Consider how aspects of identity such as family background, age and interests impact on intercultural exchange
[Key concepts: self, profile; Key processes: noticing, reflecting, comparing]
(ACLSPC011 - Scootle ↗)

Elaborations

identifying elements of identity that may be important across all cultures, for example, family, community, location, language, religion, age and gender

preparing a class profile for online exchange with Spanish-speaking students, selecting resources such as photos, captions or symbols to capture the diversity of cultural backgrounds, languages, interests and values represented in the class, and reflecting on what this profile shows about the nature of intercultural communication in Australia

sharing reactions to intercultural experiences associated with learning and using Spanish, considering whether own background, age and interests contribute to attitudes or beliefs that impact

on the experience

identifying elements of their own and one another's ways of communicating and behaving that may be unfamiliar to people from different contexts and cultures, for example, ways of expressing wishes, or rituals associated with school sports

considering if their sense of identity changes depending on the language they are using and what they are talking about

Understanding

Systems of language

Notice the role and importance of pronunciation and intonation in Spanish, for example, to distinguish between statements, questions and exclamations, and understand Spanish writing conventions such as inverted question marks at the start of questions

[Key concepts: pronunciation, intonation; Key processes: listening, distinguishing, imitating, reading aloud]

(ACLSPU012 - Scootle ↗)

Elaborations

noticing features of pronunciation (silent *h*) and the different sounds of consonant–vowel combinations, for example, *gato, guerra, gente, girar, goma, guante, guitarra*

recognising variations in intonation required to form statements, questions and exclamations, for example, *Eres de Australia*; *¿Eres de Australia?*; *¡Eres de Australia!*

understanding writing conventions such as the use of inverted question and exclamation marks

noticing and applying the different rules of capitalisation in English and Spanish

becoming familiar with the use of graphic symbols such as *ñ*, tildes, *¿…?, ¡…!* on keyboards and in writing systems

Understand and use the main elements of the Spanish grammatical system, including definite and indefinite articles, gender and number agreement, present tense of regular and common irregular verbs, and simple sentence construction, paying attention to word order

[Key concepts: syntax, word order, gender, number, agreement; Key processes: noticing, applying, explaining]

(ACLSPU013 - Scootle ↗)

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Page 19 of 24

Elaborations

using appropriate definite and indefinite articles that match the noun in gender and number (*el, la, los, las, un, una, unos, unas*) and noticing some special cases (*el día, el idioma, la mano, la foto*)

identifying people and things using concrete nouns and applying rules for gender and number agreement, for example, *niño/s, niña/s; profesor/es, profesora/s*

observing gender in patterns of naming, for example, *Julio/Julia, Ramón/Ramona, José María/María José*

developing awareness of word endings and gender patterns, for example, *el/la ...ista, el/la ...ante, la ...ción, la ...dad, el ...or, el ...aje, el ...ero/la ...era*

describing the qualities of people and things using adjectives and matching them in gender and number with the nouns, paying attention to word order and to the different types of gender variation, for example, *los pantalones largos/ las faldas largas, el estudiante trabajador/la estudiante trabajadora, el libro interesante/la película interesante, el sombrero azul/la casa azul*

expressing ownership using singular and plural possessive adjectives, following the agreement rules for gender and number with the noun, for example, *mis padres, nuestras amigas, sus libros, mi clase, vuestro profesor, tu madre*

using determiners such as demonstratives (*este, ese, aquel/esta, esa, aquella*), cardinal and ordinal numbers (*uno, dos, tres,.../ primero/a, segundo/a, tercero/a,...*) and basic quantifiers (*mucho/a/os/as, bastante/s, poco/a/os/as*), attending to gender and number agreement when necessary

understanding the form and function of subject pronouns (*yo, tú, vos, él, ella, usted, nosotros/as, vosotros/as, ellos/as, ustedes*), how they substitute for noun subjects and determine verb endings in conjugations, for example, *Esta es María, la hermana de Juan. Ella está en la escuela primaria y él está en el año 8*

understanding and using the three conjugations for the present tense of regular verbs (*...ar, ...er, ...ir*), and the present tense of commonly used irregular verbs, for example, *ser, estar, tener, ir, hacer, querer, jugar*

recognising that there are two versions of the verb 'to be' in Spanish and identifying the main uses of *ser* and *estar*, for example, *soy Alicia, estoy bien, somos australianos, estamos en clase de español*

developing awareness that different verbs are used in English and Spanish for for certan phrases such as, *Tengo 12 años (lit. I have 12 years) = I am 12 years old, ¿tienes hambre?(lit. Do you have hunger?=Are you hungry?, hace frío (lit. it does cold)=It is cold*

increasing vocabulary by observing patterns and using cognates, for example, *animal, normal, actor*

understanding and using reflexive verbs, for example, *me llamo Luis, ¿a qué hora te levantas?, los*

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Page 20 of 24

sábados nos acostamos tarde

using verb conjugations in affirmative, negative and interrogative forms, for example, *¿Eres australiana? No, no soy australiana, soy china ¿Y tú, qué idiomas hablas? Hablo chino, inglés y español*

understanding the use of verbs such as *gustar, encantar, doler* and *interesar*, for example, *¿qué deportes te gustan?, me encanta correr, me duele la cabeza, nos interesan las películas de acción*

identifying the gerund and infinitive non-personal forms of verbs and using them to express the development of action in the present with the verb *estar* (*está hablando, estoy escribiendo*) and the idea of future with the verb *ir*, for example, *Esta tarde voy a hacer los deberes, mañana vamos a jugar al tenis*

seeking information using interrogatives, for example, *¿qué ...?, ¿cómo ...?, ¿cuándo ...?, ¿quién ...?, ¿dónde ...? ¿cuántos/as ...?, ¿por qué ...?*

describing when and where an action occurs using prepositions and adverbs of time and place (*a, de, desde, en, entre, hasta, antes, después, ahora, hoy, mañana, debajo, encima*) and the contractions *al* (*a+el*) and *del* (*de+el*)

expressing modality using adverbs such as *bien, mal, regular, despacio, rápidamente*

following basic formulaic instructions expressed in the imperative for example, *abran el libro, lee la página 20, escuchad, salgan de clase, escribid en los cuadernos ....*

linking ideas using cohesive devices such as conjunctions, for example, *y (e), o(u), pero, porque*

recognising the functions of elements such as prefixes and suffixes and their importance in word building and changing meaning, for example, *repasar, repaso, casa, casita, caserón, casero, jugar, un juego, jugador*

building metalanguage to talk in Spanish about grammar and vocabulary, for example, *infinitivo, presente, género, masculino, femenino, número, singular, plural, adjetivo, sustantivo, forma negativa e interrogativa*, and comparing with equivalent terms in English

Recognise and describe features of familiar types of texts, and notice how these contribute to the making of meaning

[Key concepts: text conventions, genre; Key processes: noticing, analysing, comparing]
(ACLSPU014 - Scootle ↗)

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Elaborations

comparing English and Spanish versions of familiar types of texts, noting similarities and differences

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Page 21 of 24

in language features and text structure, for example, ways of opening and closing formal or personal letters

understanding how to use cohesive devices such as conjunctions and time markers in texts to sequence, link and elaborate ideas, for example, *y, o, pero, además, primero, después, de pronto*

analysing features of common types of texts such as stories, emails, songs and slogans, identifying how the choice of language and structure works to achieve each text's purpose

identifying the intended audience, purpose and key language features of familiar types of texts such as recipes, announcements, road signs or instructions, for example, *Primero, se pelan las patatas..., Señores pasajeros, el tren con destino ..., SE RUEGA SILENCIO, Escribir la respuesta a las siguientes preguntas ...*

Language variation and change

Understand that Spanish, like all languages, is used in different ways according to roles, relationships and social and cultural contexts
[Key concepts: register, status, variation; Key processes: noticing, analysing, explaining]
(ACLSPU015 - Scootle ↗)

Elaborations

noticing variations in language use based on the age, gender and social relationships of speakers and the context and purpose of interactions, for example, by selecting appropriate greetings and terms of address for people of different ages or status (*Hola, ¿qué tal Diana? Buenas tardes, Señor Méndez, Diga, ¿quién llama?*)

recognising that register shifts according to familiarity and social position, for example, using different pronouns and the corresponding verb endings in formal or informal interactions (*¿Cómo se llama usted? ¿Cómo te llamas?*)

observing that many Spanish speakers are multilingual and regularly shift between languages to achieve different purposes and to draw on additional communicative resources

Understand the dynamic nature of languages
[Key concepts: language contact, word borrowing, globalisation, dynamism; Key processes: observing, identifying, discussing]
(ACLSPU016 - Scootle ↗)

Elaborations

understanding that languages and cultures change continuously due to contact with one another and in response to new needs, ideas and developments in communications and technology

identifying influences from other languages and cultures in contemporary Spanish, for example, *tuitear, globalización, MP3, chatear, bloguear, cliquear*

observing changes to language that reflect changing lifestyles and cultural trends, for example, abbreviations in text messages such as *k* (*que*) and *a2* (*adiós*)

recognising the influence of Spanish on English and other languages by identifying loan words such as 'patio', 'tango', 'taco', 'chocolate', 'tomato', 'guacamole' and 'siesta', noting how they are pronounced by English speakers and considering the types of words and expressions that are most frequently borrowed

collecting examples of Spanish word borrowings from other languages, for example, *fútbol*, *shopping*, *básquetbol* and *canguro, chófer, pizza, chau*

understanding that some indigenous languages in both Australia and Spanish-speaking countries are strong, while others are endangered or being revived or reclaimed

Recognise that Spanish is a global language that is spoken in a variety of forms in different communities around the world, including Australia

[Key concepts: diversity, regional variation, accents, global language; Key processes: mapping, comparing, distinguishing]
(ACLSPU017 - Scootle ↗)

Elaborations

recognising that Spanish is an important world language spoken in a range of varieties dialects, and variable accents across the Spanish-speaking world, for example, by identifying Spanish-speaking countries or regions on a map of the world

understanding the nature of the distribution of Spanish speakers across the world, not only in countries where Spanish is an official language but also in other countries such as the United States or the Philippines where the Spanish language and cultures have an important presence

recognising language variation across the Spanish-speaking world in terms of pronunciation, for example, the different pronunciation of the syllables *ce* and *ci* (*gracias Cecilia*)

exploring language variation in relation to vocabulary, for example, 'a computer' is *un ordenador* in Spain and *una computadora* in Latin America; 'strawberries' are *fresas* in Spain and *frutillas* in Argentina; 'bus' is *colectivo* in Venezuela, *omnibus* in Peru, *camión* in Mexico and *guagua* in Cuba

recognising that there is also variation in some grammatical forms, for example, the use of the pronoun *vos* in several countries in Latin America compared to *tú* in Spain; the masculine direct object pronoun *le/lo* in Spain and *lo* in Latin America

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Page 23 of 24

recognising differences between standard varieties of Spanish and varying degrees of language blending and influence, for example, *Spanglish*

recognising that many Spanish speakers also speak one or more regional and/or local languages, for example, Catalan or Basque

Role of language and culture

Recognise the interconnected relationship between language and culture
[Key concepts: interdependence, perspectives, cultural practices; Key processes: analysing, making connections, explaining]
(ACLSPU018 - Scootle ↗)

Elaborations

identifying how ways of communicating in Spanish and English differ and how people outside each culture may understand these features differently, for example, attitudes to time reflected in language and social interactions; expressing thanks or appreciation more or less directly

considering how differences between ways of using language reflect cultural influences, for example, the adoption of varying systems of *apellidos* in different Spanish-speaking communities

identifying words or expressions that reflect values and ways of thinking about the world in Spanish, English and other languages, for example, the religious and cultural associations of relationships such as *compadrazgo*, names such as *Jesús María, Dolores, Concepción* and *Asunción*, and expressions such as *la bendición, ¡Que Dios te bendiga!* and *¡Adiós!*; the connotations of 'mateship' in Australian English; or the significance of Country in Aboriginal culture

considering how Spanish language and interaction patterns around familiar routines such as mealtimes reflect practices and values associated with family life, food and social relationships, for example, *sobremesa*

noticing cultural variations in the expression of concepts such as respect or politeness in different languages, for example, the more direct use of imperative forms in Spanish when making a request compared to less direct ways in English (*Dame el libro* versus 'Can you give me the book, please?')